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ABSTRACT

This collection of essays is designed to help teachers of linguistically and culturally diverse students address their students' needs effectively. Essays include: "A Balanced Approach to Early Spanish Literacy Instruction" (Claude Goldenberg); "Language and Preliteracy Development of English as a Second Language Learners in Early Childhood Special Education" (Jozi De Leon, Catherine Media); "Reading as a Gateway to Language Proficiency for Language-Minority Students in the Elementary Grades" (Valerie Anderson, Marsha Roit); "Recent Research on Effective Instructional Practices for Content Area ESOL" (Russell Gersten, Susan Unok Marks, Thomas Keating, Scott Baker); "Language-Sensitive Peer-Mediated Instruction for Culturally and Linguistically Diverse Learners in the Intermediate Elementary Grades" (Carmen Arreaga-Mayer); "The Double Demands of Teaching Language Minority Students" (Gersten); "Making the Transition to English Literacy Successful: Effective Strategies for Studying Literature with Transition Students" (William Saunders, Gisela O'Brien, Deborah Lennon, Jerry McLean); "Interactive Semantic Mapping and Charting: Enhancing Content Area Learning for Language-Minority Students" (Elba I. Reyes, Candace S. Bos); "Literature-Based Cognitive Strategy Instruction for Middle School Latino Students" (Robert T. Jimenez, Arturo Gamez); "Instructional Strategies and Techniques for Middle School Students Who Are Learning English" (Anne Graves); Effective Instruction for High School English Language Learners" (Anna Uhl Chamot); Preparing Text and Classroom Materials for English Language Learners: Curriculum Adaptations in Secondary School Settings" (Jana Echevarria); and "Productive Teaching of English Language Learners: What We Know and Still Need to Know" (Sharon Vaughn, Gersten). (MSE)

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